

Vocabulary activity instructions

Tips for using Vocabulary activities

- If you're using a photocopyable vocabulary activity a few days or weeks after the lesson in which your class studied the Vocabulary Bank, you could start by giving Sts a few minutes to look at the Student's Book and revise the content of the Vocabulary Bank.
- To make sure that Sts understand how an activity works and what they need to do, you could start each activity by eliciting the first answer from the class.
- When you're going through answers with your class, focus on pronunciation and drill if necessary.

1A Personality

A crossword

Sts read the definitions and write the answers into the crossword. Copy one sheet per student.

Language

personality adjectives, phrases, and idioms

- Give out the sheets to individual Sts or to pairs. Set a time limit, e.g. five minutes, for Sts to fill in their words.
- When they've finished, they can compare their answers with a partner.
- Check answers. Make sure Sts pronounce the words and phrases correctly.

Across:	5 down to earth	7 resourceful	8 gentle
	10 sympathetic	12 bright	
	13 spontaneous	14 take risks	
Down:	1 deep down	2 soft touch	3 thorough
	4 conscientious	6 steady	
	9 sarcastic	11 determined	

1B Work

A paraphrasing activity

Sts rewrite sentences to practise expressing work-related concepts in different ways. Copy one sheet per student.

Language

adjectives for describing a job, words and phrases that are often confused, collocations

- Give out the sheets and focus on the instruction. Elicit the answer to 1. Then set a time limit for Sts to complete the sentences.
- Get Sts to compare their answers with a partner. Then check answers.

1 leave 2 off 3 resign 4 experience 5 be / get promoted 6 temporary / fixed term 7 full 8 staff 9 freelance 10 colleagues / co-workers 11 qualifications 12 made redundant / laid off 13 career 14 perks / benefits 15 monotonous / repetitive 16 out of work 17 voluntary / unpaid 18 challenging / demanding

3A Phrases with *get*

A rewriting activity

Sts replace phrases using expressions with *get*. Copy one sheet per student or per pair.

Language

expressions, phrases, and phrasal verbs with *get*

- Give out one sheet per student, or per pair. Focus on 1 and elicit that you could substitute *get rid of* for *throw away*. Point out that Sts should use the correct form of *get* (gerund, past, etc.) depending on the sentence.
- Set a time limit, e.g. three minutes. If Sts have done it individually, get them to compare with a partner before checking answers with the class.

1 get rid of 2 get it 3 get together 4 get around
5 getting on 6 got the wrong end of the stick
7 get on very well 8 gets on my nerves
9 get through to him 10 get her own way
11 gets me down 12 get her own back
13 got the chance 14 get the message
15 got a terrible shock 16 get hold of 17 getting by
18 get out of the / my way

3B Conflict and warfare

A vocabulary gap-fill activity

Sts complete sentences using *Conflict and warfare* vocabulary. Copy one sheet per student or per pair.

Language

conflict and warfare

- Give out the sheets either to individual Sts or to pairs. Focus on the instruction.
- If Sts did the exercise individually, get them to compare with a partner before checking answers with the class.

1 survivors 2 sniper 3 helmets 4 machine gun
5 spears 6 shield 7 sword 8 arrow 9 bullet
10 casualties 11 forces 12 civilians 13 Cannons
14 executed 15 blow up 16 wounded 17 released
18 looted 19 defeated 20 declared

Extra idea

- Ask Sts which fact(s) they found most interesting or surprising.

4A Sounds and the human voice

A pairwork question and answer activity

Sts ask each other questions recycling lexis from the Vocabulary Bank *Sounds and the human voice*. Copy one sheet per pair and cut into A and B.

Language

sounds and the human voice

- Put Sts in pairs, ideally face-to-face, and give out the sheets. Give Sts time to read their questions. Tell them that they have example answers in brackets, but that they should accept any answer that they agree with.
- Sts take turns to ask each other questions.
- When Sts have finished, get feedback to see if anyone came up with different answers to those on the sheet.

5A 'Time' race

A pairwork vocabulary race

Sts complete sentences with time expressions. Copy one sheet per pair.

Language

expressions with time

- Put Sts in pairs and hand out the sheets. Set a time limit, e.g. three minutes. Tell Sts that they have to fill in as many blanks as they can within the time limit. The pair who completes all the phrases correctly first is the winner.

1 short of 2 on 3 by 4 for, being 5 on 6 off
7 before 8 at 9 lives 10 spare 11 take 12 in
13 ran out 14 giving, hard 15 This 16 waste your
17 up 18 matter 19 from, to 20 save

5B Money

A paraphrasing activity

Sts rewrite sentences to practise expressing money-related concepts in different ways. Copy one sheet per student.

Language

nouns, adjectives and expressions related to money

- Give out the sheets and focus on the instructions. Elicit the answer to 1. Then set a time limit, e.g. ten minutes, for Sts to complete the other sentences.
- Get Sts to compare with a partner, before checking answers.

1 mortgage 2 loan 3 instalments 4 fees 5 fare
6 donation 7 currency 8 exchange rate 9 in debt
10 cost of living 11 loaded 12 broke 13 grand
14 lump sum 15 quid 16 grant 17 savings 18 deposit

6B Phones and technology

A definitions activity

Sts write words for definitions to review *Phones and technology* language. Copy one sheet per student.

Language

phones and technology

- Give out the sheets and focus on the instruction. Elicit the answer to 1. Then set a time limit for Sts to write the other words or phrases.
- Get Sts to compare with a partner, before checking answers.

1 hang up 2 scroll down 3 put sb through 4 charge
5 landline 6 keyboard 7 unplug 8 reception
9 tone 10 log in 11 missed call 12 speak up 13 top up
14 contacts 15 virus

7A Prefixes

A vocabulary gap-fill activity

Sts complete sentences with the correct form of the given word. Copy one sheet per student.

Language

prefixes

- Put Sts in pairs and give out the sheets. Focus on the instruction. Set a time limit for Sts to complete the sentences.
- If Sts have done the exercise individually, get them to compare with a partner before checking answers with the class.

1 dishonest 2 irrational 3 misunderstood 4 illiterate
5 unattractive 6 inappropriate 7 dehydrated
8 monolingual 9 outvoted 10 overrated
11 underestimate 12 rewrite 13 antisocial 14 uphill
15 supernatural 16 multinational / international
17 ill-prepared / unprepared 18 multicoloured
19 autobiography 20 co-founders 21 prematurely

8B Travel and tourism

An error correction activity

Sts correct vocabulary mistakes related to travel and tourism. Copy one sheet per pair.

Language

travel and tourism

- Put Sts in pairs and give out the sheets. Focus on the instruction. Focus on sentence **1**, and elicit that it is wrong because the phrase should be *chill out*.
- Sts work in pairs.
- Check answers.

1 chill out 2 picturesque 3 ✓ 4 go on 5 ✓
6 setting off / out 7 touristy 8 ✓ 9 off the beaten track
10 remote 11 ✓ 12 ✓ 13 soak up 14 recharge
15 overrated 16 ✓ 17 ✓ 18 lively 19 get away 20 ✓

Extra support

- Give Sts a few minutes to review Vocabulary Bank *Travel and tourism* on p.169 before they start.

9A Animal matters

A vocabulary gap-fill activity

Sts complete sentences using *Animal matters* vocabulary. Copy one sheet per student or per pair.

Language

animals and animal issues

- Give out the sheets either to individual Sts or to pairs. Focus on the instruction. Set a time limit for Sts to complete the sentences.
- If Sts have done the exercise individually, get them to compare with a partner before checking answers with the class.

1 animal charity 2 hooves 3 calf 4 hives 5 in captivity
6 animal rights activists 7 kennel 8 endangered species
9 neighed 10 claws 11 horns 12 beak

Extra idea

- You could make this activity a race by setting a time limit, e.g. three minutes, and telling Sts they have to complete as many gaps as they can within the time. The first pair to complete all the phrases correctly wins.

9B Preparing food

An information gap activity

Sts define words / phrases to help their partner complete a crossword. Copy one sheet per pair and cut into **A** and **B**.

Language

preparing food

- Put Sts in pairs, ideally face-to-face, and give out the sheets. Make sure Sts can't see each other's sheets. Explain that A and B have the same crossword but with different words missing. They have to describe / define words to each other to complete their crosswords.
- Give Sts a minute to read their instructions. If Sts don't know what a word means in their part of the crossword, they can check in the Student's Book Vocabulary Bank *Preparing food* on p.171.
- Sts take turns asking each other for their missing words (e.g. *What's 1 down?*). Their partner must define / describe the word until the other student is able to write it in his / her crossword. Sts should help each other with clues if necessary.
- When Sts have finished, they should compare their crosswords to make sure they have the same words and have spelt them correctly.

Revision 1: Describing game

A group card game

Sts define words and phrases for others to guess. Copy and cut up one set of cards per pair or small group.

Language

vocabulary from all Files of the Student's Book

- Put Sts in pairs or small groups and give each group a set of cards face down or in an envelope.
- Tell Sts that they have to pick a card and explain as many of the words to their group or partner as they can in a given time. Highlight that they are not allowed to use any form of the word they are describing.
- Start the game by setting a time limit, e.g. two minutes. Get one student from each group or pair to pick a card, and then say *Go!* Sts describe / define as many words to their group or partner from the card as they can. After two minutes stop them and find out how many words or phrases the Sts managed to guess.
- Now get another student from each group or pair to pick a card and describe the words. Continue until all the cards have been used.

Non-cut alternative

- Put Sts in pairs. Copy one sheet per student and fold it down the middle. Sts take turns to describe the groups of words/phrases for their partner.

Revision 2: Phrasal verbs

A gap-fill activity

Sts complete sentences. Copy one sheet per student.

Language

phrasal verbs from all Files of the Student's Book

- Give out the sheets and explain that this activity revises phrasal verbs Sts have learnt throughout the book. Focus on **a**. Set a time limit, e.g. five minutes, for Sts to complete the PARTICLE column to make phrasal verbs.
- Get Sts to check their answers with a partner before checking answers with the class.
- Focus on **b**. Get Sts to cover the PARTICLE column and try to remember the phrasal verbs for all the sentences.

a

2 off 3 down 4 out 5 through 6 for 7 over 8 up
9 off 10 behind 11 out 12 away 13 into 14 up
15 by

- Now focus on **c**. Set the same time limit for Sts to complete the VERB column this time to make phrasal verbs.
- Get Sts to check their answers with a partner before checking answers with the class.
- Get Sts to cover the VERB column and try to remember the phrasal verbs for all the sentences.

b

1 break 2 grow 3 hand 4 hang 5 keep 6 log
7 run 8 speak 9 top 10 get 11 turn 12 go 13 pick
14 set 15 go

Revision 3: Idioms

A gap-fill activity

Sts complete sentences using idioms. Copy one sheet per student or per pair

Language

idioms from all Files of the Student's Book

- Give out the sheets either to individual Sts or to pairs. Explain that this activity revises the idioms Sts have learnt throughout the book. Focus on the instruction. Set a time limit, e.g. ten minutes, for Sts to complete the sentences.
- If Sts did the exercise individually, get them to compare with a partner before checking answers with the class.

1 stuck 2 letter 3 eye 4 face 5 gut 6 white
7 heart 8 blank 9 head 10 death 11 tip 12 wrong
13 tongue 14 round 15 cross 16 follows 17 foot
18 miss 19 child 20 belief 21 stomach 22 lose
23 make 24 next 25 ball